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ABSTRACT

A discussion of the objectives, breadth, and strategies of staff development for bilingual education program supervisors, teachers, teacher educators, and program developers outlines principles for assessing educational needs and planning development programs. Recent experience in bilingual program staff development focusing on language teaching methodology and multicultural curriculum development is reviewed, and the common content and task emphases of development programs for teachers, supervisors, and teacher educators at the university level are analyzed. Economic and other resource considerations are discussed, and a practical approach to staff development program planning that involves case study analysis is recommended. Examples of representative case studies are presented along with analysis questions and illustrations of the staff development needs and strategies derived from each case study. Training issues and concerns and suggested program directions for the future are summarized. (MSE)

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# STAFF DEVELOPMENT: FROM THE BILINGUAL SCHOOLROOM TO BEYOND THE WALLS OF THE UNIVERSITY

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## ABSTRACT

This paper identifies common staff development needs of bilingual education programs personnel to achieve the goal of educational excellence. Staff development among teachers, supervisors and college professors is recognized as necessary for maximum growth and effective change. Staff development should not only be focused on language teaching and curriculum but also on cultural content and instructional methodology.

The article discusses case studies representative of the types of situations that bilingual educators have encountered in designing staff development programs for their university, district or school.

A Rationale for Staff Development

During the past 15 years, bilingual/multicultural education in the United States has contributed to many reforms in American public education. There is, however, the need to continue to demonstrate the effectiveness of bilingual education programs. Bilingual education programs must have qualified and competent personnel to achieve the goal of educational excellence. There is the need for professional growth through one's own practical experience and through the experience of others; for the creation of new knowledge and the emergence of leadership in the field; for the continuation of positive change; and for meeting the new challenges of the eighties.

The 60's was the decade of innovation and educational change. These changes came about when educators and the general public expressed their concern that schools were not adequately serving the needs of all students, especially minority and non-English-speaking students. This dissatisfaction with the schools created the atmosphere for the rebirth of bilingual education in the mid 60's. The 70's became the decade of accountability in education, with pressure mounting on both federal and local agencies to ask for proof of the value and effectiveness of public education, especially bilingual education. The 80's will give educators the opportunity to look back at those innovative educational changes and their effective or non-effective academic and social results, with the objective of improving educational opportunities for all students. During this period of reflection,

staff development and inservice education will play an important educational role. The necessary requisite to successful staff development is the stipulation (found in basic grants) that in bilingual education at the local school district level (LEA), funds be allocated for training personnel to participate in programs emphasizing opportunities for career development, advancement and/or vertical mobility. Funds have also been allocated to Bilingual Education Multifunctional Services Centers (BEMSC) for the specific purpose of preparing better bilingual education personnel. Thus, staff development is recognized as necessary for maximum growth and effective change.

Bilingual/Multicultural Education Staff Development

The need for staff development in bilingual/multicultural education should be viewed as part of an interrelated continuum including faculty development at institutions of higher education and subsequent training on the preservice and inservice levels at the university, as well as other types of staff development conducted by local school districts, state educational agencies and resource agencies, such as the Bilingual Education Multifunctional Support Centers. (See Typology of Comprehensive Bilingual/Multicultural Staff Development, p. 3).

Bearing in mind the concern for effective bilingual/multicultural institutions and individuals, there is a need for well trained college faculty to develop highly-skilled teachers who will, in turn, help bilingual students to improve their skills and utilize their talents and bilingual abilities. In addition, the local district as well as the university share the responsibility for preparing monolingual/bilingual administrators,

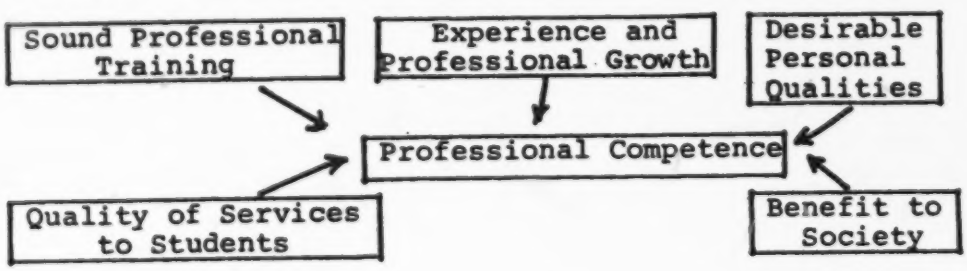
teachers, and paraprofessionals to service language-minority youngsters. State education agencies can be called on to assist in the staff development planning for both universities and districts.

Staff Development: A Holistic Approach

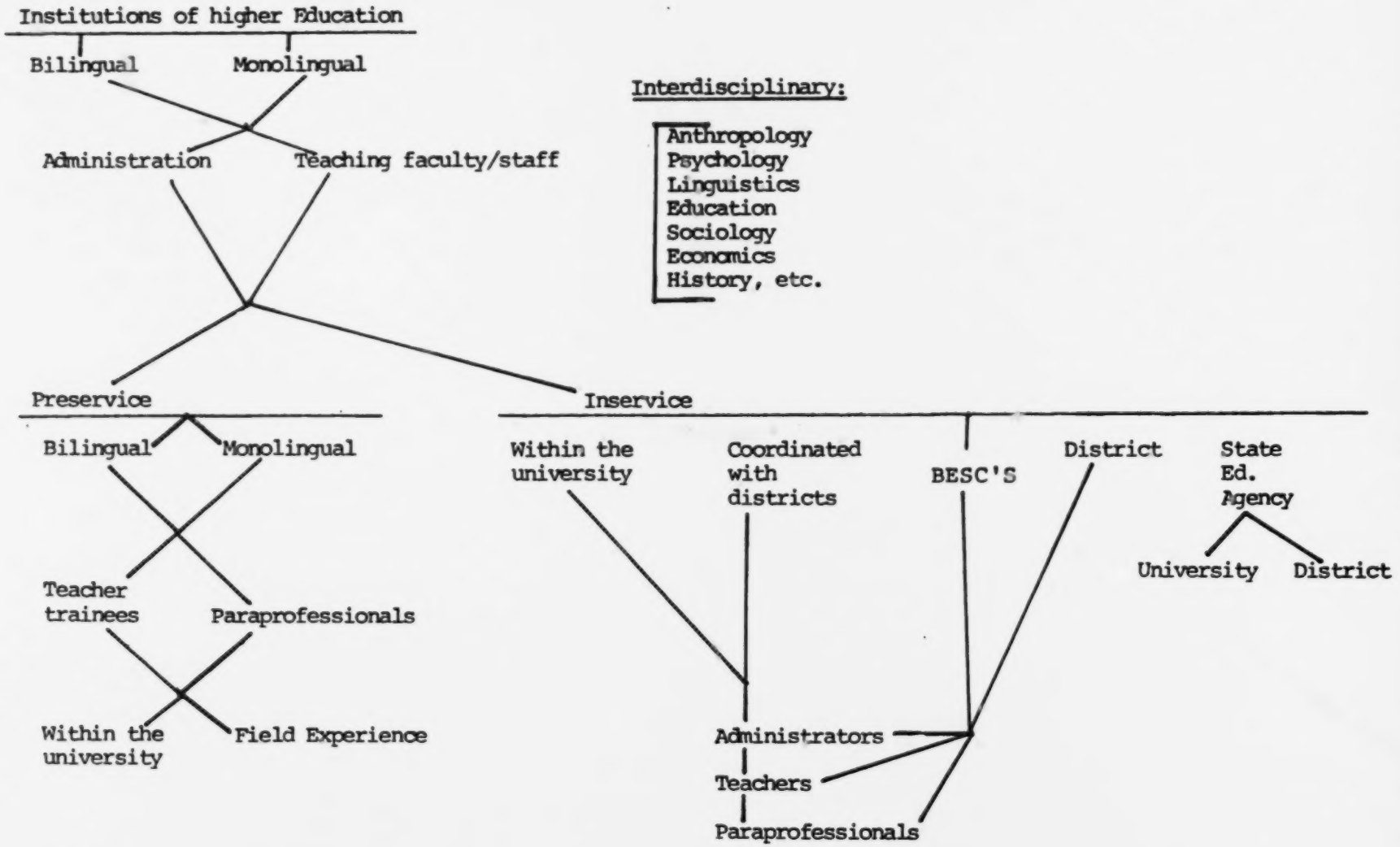
Staff development should be designed to sensitize and familiarize bilingual teachers, supervisors, curriculum specialists and college professors with the need for: a) improving instructional programs for bilingual learners, b) utilizing the most effective teaching strategies to meet the learning needs of a culturally pluralistic society, c) fostering curriculum revision and development to represent accurately the contributions of different ethnic groups, d) up-dating qualifications and areas of knowledge.

According to Dillon-Peterson (1981), staff development can be defined as follows: "It is a learning process designed to foster personal and professional growth for individuals within a respectful, supportive, positve organizational climate, having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools." (p. 3.)

Staff development should focus on the individual or the professional as a whole. The following chart illustrates this concept of an individual and the "holistic" approach as outlined and explained by Mason in the TESOL Newsletter (February, 1982, 23):



TYPOLOGY OF COMPREHENSIVE BILINGUAL/MULTICULTURAL STAFF DEVELOPMENT



Caution must be used in identifying needs for the development of professional competence because:

(a) The quality of the bilingual personnel may differ greatly from one teacher-training institution to another.

(b) Experience and training are not sufficient to assure competence.

(c) Assessment of the need for desirable personnel qualities is difficult to measure.

(d) The program's results, students' needs, and program goals are, in many instances, difficult to match.

(e) Students' results should be seen in the quality of individual opportunities to contribute to society.

Planning the Bilingual Program Staff Development

Staff development should be based on the following general principles: The staff development program should:

(1) assess needs of participants, through observations, teacher self-analysis, evaluation reports, etc.

(2) identify a set of expectations held by the participants.

(3) include terms of assessment, objectives and experiences; be cooperatively developed by those involved in and affected by the training program in terms of assessment.

(4) model the instructional behaviors desired of participants who lecture all the time, demonstrating team-teaching, using research skills.

(5) demand and set high, but reasonable standards of performance for participants (state them clearly at the beginning of the staff development process).

(6) focus on actual school/college goals, needs, problemsm plans.

(7) provide options for participants that will accommodate individual professional needs and learning styles (timing, sequence, pace, interests, goals, delivery systems)

(8) be experientially based with opportunities to select, adapt, and try out new professional behaviors in real and simulated settings.

Staff development is a continuous effort. According to Wood, Thompson and Russell (1981), "the preparation for teachers, administrators and supervisors cannot serve professionals adequately for more than five to seven years in this age of rapid change and expanding knowledge" (p. 59). Bents and Howey (1981) stress the need for differentiated staff development according to the degree of experience, awareness, and knowledge of the educator. According to Weaver (1979) "schools of education are now selecting potential educators from among the least academically talented population applying for college admission: (p. 30). Therefore, staff development programs need to receive top priority.

It is true that we have many new bilingual regular classroom and special education teachers. We need, however, to provide growth experiences for trainers, directors and administrators in bilingual programs. A frequently heard complaint is that the workshops at conferences repeat basic needs or ideas. Training needs to be varied from the awareness and synthesis levels to the application levels. There is a need to prepare bilingual personnel to work better with multicultural content and ethnically diverse student populations. Teachers, supervisors and college professors need knowledge of the cultural experiences, value systems and historical traditions of different ethnic groups in order to prepare a curriculum and an instructional program that meet these population's needs.

Progress in Staff Development and Teacher Training

For two decades educators and the general public have been asking the following questions: Waht do effective bilingual teachers, supervisors, and college professors need to do to produce results? How do they motivate their students to study? Do they actually know why they do what they do? Do they have a philosophy of language teaching? The two main foci of staff development have been: language teaching and the curriculum for multicultural education.

In the area of language teaching, there has been a strong training component. Training issues related to first and second language acquisition have been addressed in almost every school district, board of education, and college. Issues such as the following have been repeatedly mentioned: 1) instruction in the first years of school should begin in the mother tongue; 2) bilingualism need not adversely affect student achievement; 3) the emotional feelings about one's language are very important; 4) the preservation of a language requires that it be used as a medium of instruction in the schools. Training institutes such as the Bilingual Leadership Training Institute under the National Education Task Force of La Raza (1974), the Office of Bilingual Education Training Institutes, (1980, 81, 82, 83, 84) and the Georgetown Round Tables on Linguistics among others, have addressed these and other issues of language learning and teaching.

Another training concern in bilingual education has been the need to prepare bilingual teachers and other related personnel to work effectively with multicultural content and ethnically diverse student populations. However, teachers still need to expand their knowledge of the cultural experiences, values, systems and historical traditions of different

ethnic groups.

Gay (1977) cited the National Council for the Social Studies Ethnic Heritage Task Force recommendations for staff development in the area of multicultural education. Participants must:

(a) clarify and analyze their feelings, attitudes and perceptions towards their own and other ethnic groups,

(b) acquire content about and understanding of the historical experiences and sociological characteristics of American ethnic groups.

(c) increase their instructional skills within multiethnic school environments,

(d) improve their skills in curriculum development as it relates to ethnic pluralism, and

(e) increase their skills in creating, selecting, evaluating and revising instructional materials, (p. 33)

Thus, there is a need within staff development programs to present a range of factual information about a variety of different ethnic groups: their cultures, their contributions, their historical experiences, and the social problems they have encountered in American society. Cultural content about ethnic groups should examine such indicators of culture as value systems, behavioral patterns, language and communication styles, and patterns of cognitive processing, socialization processes and customs, traditions and mores that determine different ethnic perspectives and expectations.

Staff Development for Teachers

Among the three groups (bilingual teachers, supervisors, and college professors), teachers have received the most attention in staff development. Staff development for teachers has centered around those areas listed in documents such as the "Preparation and Certification of Teachers of Bilingual/Bicultural Education and Competencies" from the Center for Applied Linguistics (1974). These areas are language proficiency, linguistics, culture, instructional methods, curriculum utilization and

adaptation; and assessment and evaluation. These guidelines describe the area in which teachers must qualify along a suggested continuum of competencies in an in-service training program. At present, there are few reports of research related to specific bilingual teacher education projects. The Significant Bilingual Instructional Features (1980-82) developed by the Far West Laboratory for Educational Research and Development in Texas and New York City is one outgrowth of such research. The objective of this project was to identify and describe those instructional features that appear to be significant in the instruction of students of limited-English-language proficiency. The executive summary of the SBIF study found that two instructional behaviors--"active teaching" and a solid interrelationship between "intent, organization, and delivery" were features that contributed to successful classrooms. The use of two languages, and the integration of culture and ESL with basic skills were essential to useful instruction for LEP students. Studies like these help educators to further assess the long range effectiveness of previous staff development efforts and to plan for improved services.

In order to fulfill the requirements cited, it is recommended that staff development for bilingual teachers use the following training model based on the format proposed by Valverde (1978).

| DOMAIN | TASK | APPROACH |
|---|---|---|
| A. Proficiency in two languages | Demonstrates ability to present lessons in both English and students' native language. | Use of interactional analyses to develop awareness of use of two languages |
| B. Understanding the behavior of students, differences in communication and behavioral expectations. | Compares students' behaviors with regard to cultural values and expectations. | Use of role playing; use of videotape and training packet by Cummins, with Nine Curt, on non-verbal communication. |
| C. Demonstration of effective bilingual teaching techniques. | Demonstrations and self-analysis mini lessons for peers. | Demonstration lessons and micro-teaching videotapes reviewed by participants. |
| D. Use and assessment of multicultural curricular materials. | Knows sources of multicultural materials and how to evaluate. | Visits to resource centers; evaluation of curriculum materials. |
| E. Use of assessment and evaluation. | Discuss varied testing and evaluation approaches. | Develop knowledge of the use of varied types of tests and evaluation procedures such as observation. |
| F. Test development and appropriate interpretation and administration. | Analyze standardized and creates own criterion-referenced tests to use with students. | Practice in developing teacher-made criterion-referenced tests. |

Staff Development for Supervisors

Bilingual supervisors and administrators play an important part in the development of an effective bilingual program. The supervisory leadership role can provide a mechanism for change in staff behavior and curriculum development, enhance the attainment of programs' goals, lend support and guidance to instructional, administrative, and community leaders (Valverde, 1979). Bilingual supervisors must be prepared to: 1) promote the growth of instructional staff members; 2) improve the instructional program for bicultural learners; 3) foster curriculum revision and development to represent accurately the contributions of different ethnic groups. Unfortunately, according to Valverde (1979), one of the most

neglected components of bilingual education is the supervision of instruction. In 1978, he reviewed the supervision component of several programs and found that:

"In Arizona's bilingual programs, the functions of supervision are absent in state funded programs and extremely limited in Title VII programs because of inexperienced and untrained staff in supervisory practices" (p. 52).

Writing about California, Valverde stated: "...they are just as much disadvantaged in the leadership and supervision sectors as other states" (p. 54).

Of Texas, Valverde lamented the fact that, "In brief, teachers in bilingual classrooms in Texas receive little direction, guidance and support" (p. 55). These statements do not mean that bilingual supervisors are not doing their jobs. They mean that the number of personnel to be supervised is large in comparison to the existing supervisory jobs, or that the school district does not see the need to hire bilingual supervisors and administrators.

Staff Development for College Professors

Professors of bilingual education at the university level play a key role in the development of effective bilingual programs. The initial preparation of bilingual teachers, supervisors, and curriculum specialists is a responsibility delegated to institutions of higher learning. Since 1968, after the passage of the Bilingual Education Act. colleges have been training hundreds of bilingual personnel. The high number of teacher candidates that pass through the classes of college professors requires a serious analysis of the instructors' professional qualifications, teaching abilities, and skills.

There is a need to get college professors involved in their own faculty development in areas such as:

1. Advancement of knowledge in areas of specialization (reading, science and mathematics, social studies, English as a second language, etc.)
2. Acquisition of knowledge in areas related to the specialization. (If the professor is a specialist in linguistics, she/he must be familiar with areas such as TESOL, reading approaches and instructional design, etc.).
3. Mastery of instructional methodologies and innovative instructional designs. The college professor must be knowledgeable about how and when to introduce the second language; techniques in the teaching of content areas in a bilingual classroom, etc.
4. Multicultural knowledge and understanding. Professors must understand the concepts and philosophies of ethnicity, cultural pluralism, and multicultural education.
5. Demonstration and application of research skills. Professors must engage in research in or related to the area of bilingual education. They must be aware of the current status of research in bilingual education.
6. Ability to be a resource person. Professors should engage in one or more of the following areas that demonstrate their involvement as a resource person: serve as consultants to bilingual programs, speak at national and local conferences or engage in professional activities; evaluate bilingual programs; and be community leaders.
7. Experience in working in local bilingual/ESL programs to provide a balance between theoretical concerns and practical needs.

The Economics of Training

Today, effectiveness of instruction and economic costs go hand-in-hand. There are two major considerations: 1) on whom to spend the money for training and 2) what methods are the most effective and cost-productive. Due to the high turnover of bilingual teachers and the rapid movement of good teachers to supervisory positions, the question is raised as to whom to train: the bilingual teacher who will remain in the classroom, the potential leader, or the monolingual teacher who works with limited-English-proficient students. Of course, each person needs a different type of training to be effective within the organization. Districts need to utilize all available training resources and situations within the district as well as to utilize outside resources.

Another economic consideration arises when districts make the commitment to provide training due to either legal requirements or to a need to up-date staff skills. Often districts provide one-day or two half-day workshops. More intensive, small-group training, presented in several sessions that can be recycled to reach additional staff, may have the most cost-efficient end-product. This type of training allows participants to interact with each other, to have time to develop materials rather than to only listen to suggestions, and to grow as a group, learning from each other as well as from the facilitator. This latter type of training is most valuable for mixed groups of bilingual and monolingual teachers.

There seems to be a new cooperative effort of sharing between

universities and districts in planning training projects. Working together, they may generate proposals funded by outside sources. In addition, the financial support helps to pay faculty salaries, at the same time providing districts with some control and opportunities for participation by bilingual teachers and administrators who can ensure that the training is congruent with the district's needs and concerns. This type of cooperative venture provides recognition of master teachers from the bilingual program; and it can also be used to help them develop leadership skills through the design, implementation, and evaluation of such training.

A Practical Approach: Case Studies

For our presentation at the 1983 NABE conference in Washington, we provided the participants with case studies representative of the types of situations that bilingual educators have encountered in designing appropriate staff development programs for their university, district or school. Participants used the following Case Study Analysis questions to facilitate the small-group discussions:

Case Study Analysis Questions

1. What, if any, are the external/social pressures on the university, district, teacher, administrator? (e.g., economics, racial integration, mobility within the community, etc.)
2. What are some of the characteristics and possible causes of the conditions described?
3. What are some of the key issues and needs described in the study? (Cooperative planning, staff or leadership training, etc.)
4. What are the individual and organizational needs for staff development?
5. What possible solutions or strategies would you offer?

Eight case studies were presented in a problem-solving approach. Participants divided into small discussion groups, based on their level of interest: university, district, administrator/supervisor/teacher trainer, teacher. The participants were representative of all four levels and were from various parts of the U. S.: New York City, New Orleans, Michigan, California, etc. Their comments were shared; and their analyses indicated familiarity with the sample situations. Since the suggested needs and training strategies were presented after the group discussions, many additional observations and suggestions were generated by the participants.

The sample case studies and suggested needs and training strategies are provided for the reader on the following pages.

University Case Studies

A. Dewey College is the only four-year public college in a borough of a large urban city. Over the years its student population and surrounding community have grown to 75% Hispanic and black, while its administration and faculty have remained predominantly white.

There are two bilingual programs within the college: a two-year bilingual program to provide instruction in basic subjects with ESL for students who come as graduates from high schools outside of the mainland; the second program is a bilingual teacher education program, funded completely by Title VII funds except for the director's salary.

The college is concerned with decreasing enrollment, especially in the education departments. Therefore, no commitment has been made to hire full-time bilingual professors. In order to maintain the jobs of tenured professors, they have been assigned to supervise bilingual student teachers. Only adjuncts have been used to teach a few bilingual education courses.

Although the college has enjoyed six years of Title VII funding, there is open resistance to the full institutionalization of the bilingual education program. Criticism of the bilingual trainees' low level skills in writing and math are frequent. Several evaluations have suggested an interdisciplinary approach for the bilingual/multicultural programs, but faculty and administrators have resisted a team-teaching approach.

| A. | Needs | Strategies |
|---|---|---|
| | 1. Break down resistance to and build support for bilingual training program and students. | 1. a. Develop a bilingual/multicultural teacher center for students, faculty and community. Invite guest speakers from within the college and consultants.<br><br>b. Develop a newsletter that highlights bilingual students' work and the accomplishments of the program. |
| | 2. Work on developing a positive approach to serving present students' needs. | 2. a. Train all faculty in methods to help students strengthen skills in their subjects.<br><br>b. Establish a peer-tutoring program. |

| | |
|---|---|
| 3. Encourage participation by faculty and administrators, students and community people in developing a multicultural interdisciplinary philosophy and programs throughout the college. | 3. Establish a college-wide council to develop programs and train faculty in ways to incorporate ethnic heritage and language/cultural resources found in the community and student/faculty populations. |

B. Stone University is a small complex in the Southwest. Approximately 70% of its student population comes from nearby rural towns, and 30% of the students are of Hispanic, Native American, and Asian backgrounds.

The university has a small multilingual/multicultural education and ESL program. Due to its location, the university has had to recruit nationally for faculty. Many of the instructors have less than five years' experience and few are tenured.

Stone University is committed to maintaining a permanent multilingual/ESL program, and it would like to train all the faculty to better serve its multilingual/multicultural population. It would also like to develop better relations between student groups and the nearby communities.

| B. Needs | Strategies |
|---|---|
| 1. Develop skills and knowledge of cultures of students. | 1. a. Use of consultants for faculty training.<br><br>b. Development of volunteer committee to encourage sharing of activities and programs throughout the university. |
| 2. Build communication and programs with nearby communities. | 2. a. Provide faculty with proposal-writing training to plan joint projects with communities.<br><br>b. Train faculty to reach out to community centers and projects for student internships. |
| 3. Encourage better interpersonal relations between students. | 3. a. Encourage faculty to set up a two-way peer tutoring program for languages, math, etc.<br><br>b. Train faculty in the use of a multicultural approach with students as resource persons. |

District

C. Starfiord is an old New England industrial city. In the past, most school personnel have known the families in the district. A large part of the population is of Franco-American background; however, no effort to maintain the home language has ever been made by the English-dominant school administration.

Beginning a few years ago, over 100 Vietnamese and Korean families settled in the area, and they have continued to arrive in a slow pattern of migration. Although community and church groups have welcomed the newcomers, the school district sees its resources strained in terms of having to provide additional English as a Second Language and health/social services.

Resistance has been high to hiring full-time ESL teachers instead of using paraprofessionals. Many administrators and staff maintain the philosophy that their grandparents learned English and the latest group should not receive any special treatment. Other staff members want to help, but feel they know little about the new cultures and languages.

| C. | Needs | Strategies |
|---|---|---|
| | 1. Develop a better understanding of bilingual/ESL program. | 1. Provide training for both monolingual English and bilingual teachers in goals, design, and ways they can cooperate with each other. |
| | 2. Develop support of ESL/ bilingual program by district and school board in terms of hiring qualified teachers. | 2. a. Familiarize district administrators with special skills needed by ESL teachers.<br>b. Train all teachers to include activities that will involve both English-dominant and second language learners as well as individualized activities. |
| | 3. Increase cultural awareness of Vietnamese and Korean students. | 3. Provide teachers with information about children's cultures. Use children's parents and community people as resources. Compile lists of cultural resources such as books, films and records for all cultures reflected in district. |

D. Pine Plains is a medium-sized suburban city. It is situated along a large river and has attracted both factory and migrant workers to the area.

Pine Plains, under a court-order, developed a racial desegregation plan that forced the Spanish/English bilingual programs to be relocated in white, middle-class schools.

Although the principals of the schools are supportive of the bilingual programs, administrators and faculty need additional training to learn about the bilingual program as well as how they and English-dominant students can participate and help each other.

| D. | Needs | Strategies |
|---|---|---|
| 1. | Develop acceptance of bilingual program in new schools. | 1. a. Conduct district-wide training about the bilingual program and how it will affect staff and English-dominant students directly or indirectly.<br><br>b. Design a related bilingual migrant program for students and parents. |
| 2. | Encourage monolingual and bilingual faculty to work together. | 2. Provide at least two half-day training sessions for brain-storming, planning and hands-on material development. |
| 3. | Develop parent and community support of bilingual programs. | 3. Schedule parent meetings to allow all parents to meet and to set up mutual goals. Develop training for staff to learn how to work with parents. |

Teacher Trainer

E. Antonia has been a bilingual, special education teacher-trainer for two years. She never was a classroom teacher, since she obtained her job directly after completing her full-time masters courses.

She visits teachers' classrooms to provide materials, make suggestions and conduct demonstration lessons. Antonia also assists the teachers in using testing materials.

Many of Antonia's teachers are new to the system and need intensive training. Antonia would like to organize and conduct workshops, but doesn't know how to begin. Her bilingual coordinator is constantly defending the need for bilingual special education to the administration and is unable to help Antonia.

Antonia is becoming frustrated and is thinking of enrolling in a full-time doctoral program.

| E. | Needs | Strategies |
|---|---|---|
| 1. | Organizational and staff development training. | 1. District should provide leadership training. |
| 2. | Support from administrators and other trainers. | 2. Training in how to conduct workshops and how to coordinate with other trainers, supervisors, etc. is needed. Use of state education department technical assistance is suggested. |
| 3. | To feel successful and productive in effort. | 3. Supportive praise and incentives should be used to keep trainers and teachers in system. |

Administrator

F. Rafael is a new bilingual director. He had been a bilingual teacher and teacher trainer for seven years. Rafael faces the difficult task of uniting bilingual and monolingual teachers to work together.

Since Rafael grew up in the community where he taught, he has the support of the community and many parents. However, he also has to emphasize the importance of the bilingual program to try to convince the superintendent and school board to support the bilingual program when Title VII funding finishes in June.

Rafael is a highly competent professional, who presents workshops at bilingual education and ESL conferences. He has also initiated a parent training program and has invited staff from the state education department to work with his teachers.

| F. | Needs | Strategies |
|---|---|---|
| 1. | To earn support of district to institutionalize bilingual programs. | 1. Provide district-wide orientation session of progress bilingual students have made. |
| 2. | Supervisory/administrative know-how to balance desires of community within constraints of organization. | 2. a. Provide training for staff members to develop grants between district and community. |

3. with an English dominant teacher or how to use the para or student teacher, but with the regular teacher as leader.

3. Should have own skills acknowkedged and rewarded.

4. Teacher should conduct science training sessions for English-dominant teachers. He can assist others in setting up science learning centers.

Selected Issues and Concerns for Bilingual/Multicultural Staff Development

Although rapid progress in bilingual education staff development has occurred, certain areas that need additional attention are listed below:

1. Training has often been limited to bilingual trainees.
2. Since good bilingual teachers are often moved into supervisory positions, staff development is often kept on an initial or entry level.
3. More experienced bilingual and monolingual teachers need to be trained to teach in a stimulating way for culturally diverse students. Such teaching cannot occur if faculty continue to train in the traditional way without concern for a pluralistic student population.
4. Staff development has frequently centered only on testing and linguistic needs; little attention has been given to the instructional and curricular aspects.
5. Some bilingual supervisors have little or no classroom experience.
6. Bilingual teachers/supervisors have had little effect on the course content of in-service courses.

The basic concerns indicate a need to expand bilingual/multicultural education training to all staff for better understanding and a larger base of support for bilingual education. A second major concern is the need for

well-skilled, knowledgeable, and experienced staff at all levels of the instructional continuum.

## Directions for the Future

In the beginning of this paper, we discussed the ever-increasing pressures upon bilingual education to prove its effectiveness in helping non-English speaking students to succeed within the educational system in the U. S. The following recommendations are proposed as suggestions for bilingual staff/faculty development to reach its desired goals.

1. Both bilingual and monolingual teachers need to be included in the development of university and in-service programs. Some needs or areas of knowledge are shared and others are unique to the needs of the specialty of bilingual education.
2. Bilingual teachers should be trained to move beyond basic survival training into new areas of staff development. New skills to articulate with other professionals, parents, unions, state education agencies, etc. are needed.
3. More training should focus on the use of curriculum and how to develop teacher-made materials, rather than relying on costly commercial materials.
4. Fresh approaches to faculty development are crucial in bilingual/multicultural education if the staff development continuum is to be continually renewed.
5. Interpersonal training and cooperative approaches to meet the needs of all children are required on both the district and school levels.

6. Training teachers to use the community as resources for the classroom can provide stimulation for both teachers and students.
7. Staff development should include both inservice and leadership training for promising bilingual teachers.

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